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ABSTRACT

This paper reported the development of the elementary teacher education program at Mars Hill College from 1968 through 1972. The objectives of the program included giving students a full year of exposure to teaching so they could judge their suitability for the profession; making courses more meaningful through integration of theory and practice; allowing public school personnel more involvement in teacher education; making the elementary education program more selective; and providing public school teachers inexpensive help in the classroom. These objectives were achieved through a junior year internship program, a tutorial program, and an Upward Bound Program. A month to month development of each program was given. The program description focused on the internship program which operated in two schools, the Burton Grove School and the Glen Arden School. The interns were assigned to self-contained classrooms at Burton Grove and to teams at Glen Arden. All students received course credit for the internship and the curriculum was adjusted to enable students to graduate within 4 years. The budget was included in the report along with procedures for evaluation of the program. Appendixes with background information on the Program form the major part of the document. (BRB)

ED 072035

MARS HILL COLLEGE

MARS HILL, NORTH CAROLINA 28754

November 23, 1971

Dr. Walter J. Mars
Membership Services
American Association of Colleges
for Teacher Education
One Dupont Circle
Washington, D. C. 20036

Dear Dr. Mars:

This is in support of the application of Mars Hill College for the Distinguished Achievement Award from the American Association of Colleges for Teacher Education. From the administrative point of view, it would seem that the major point for consideration is the junior internship program. We consider it one of the most innovative projects in our total educational program, and we have support in this observation from both state and national officials connected with teacher education.

We think that the full year junior internship has many advantages and perhaps the most important one being the opportunity for students to teach a full year while they take their methods courses in the field situation. We further think that in the senior year these students will have a rich learning experience having had the opportunity to teach and to discover the problems related to teaching the previous year.

This program has had an effect on the total curriculum of the college, and we may be one of the few colleges in which the Education Department is paving the way for much of the change in the total educational program of the college.

On the basis of the internship program, the tutorial program, the Upward Bound program, and the general concept of trying to blend theory and practice, we feel that the Mars Hill College teacher education program deserves close attention as a recipient of the Distinguished Achievement Award.

Sincerely yours,

Fred B. Bentley

Fred B. Bentley, President

Richard L. Hoffman

Richard L. Hoffman
Vice President for Academic Affairs

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SP 006 228

MARS HILL COLLEGE

MARS HILL, NORTH CAROLINA 28754

November 24, 1971

Dr. Walter J. Mars
Membership Services
American Association of Colleges
for Teacher Education
One Dupont Circle
Washington, D. C. 20036

Dear Dr. Mars:

I have collected the enclosed information for the Education Department and in particular for Mrs. Lou Therrell, Director of the Education Internship Program. Hopefully, we have included all the information you and others will need to evaluate our program.

It is evident you have not made awards to small schools in the past. We feel strongly we are a small college who has come a long way in the past five years. Nationally speaking, our total program is probably middle-of-the-road; but we will not be that way long. In North Carolina, we are out front in comparison with most colleges and universities. Teacher education at Mars Hill College with the internship is among the most innovative programs in the country. There is already some discussion on our campus in connection with our prospective secondary teachers also becoming involved in a full year's internship in the public schools.

We believe strongly that the internship is "the best way" to educate our prospective teachers. In three months, we have learned some things in terms of improving the program; but the college faculty, the college administration, the public school administration in Buncombe County and Eden City, public school teachers, and the interns are solidly in favor of the program. The letters of support are positive, but if they were written today they would be more positive than they were when they were written several weeks ago.

To be effective, teacher education must be a shared responsibility of the state, the college, and the public schools. This is the way to really accomplish that goal. We feel strongly that though this is not necessarily the best way for preparing all teachers, it will be the best way for preparing many.

Sincerely,

John M. Hough, Jr.

John M. Hough, Jr.
Assistant Dean for Academic Affairs

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MARS HILL COLLEGE

MARS HILL, NORTH CAROLINA 28754

November 22, 1971

Dr. John M. Hough
Assistant Academic Dean
Mars Hill College
Mars Hill, N.C. 28754

Dear Dr. Hough:

I am writing to you in regard to my observations concerning the Junior Internship for Elementary Education majors and to express my support of the application for the AACTE 1972 Distinguished Achievement Award.

There were, as you well remember, many questions in our minds concerning the feasibility of the internship when we decided in January 1970 to implement this program. We had, for example, questions concerning the ability of our faculty to handle classes in the school setting, the degree of cooperation that would exist between the college and the local schools, the preparation of our students for the experience as Juniors, and the general maturity of our students to live in an off-campus setting.

At this point, the questions have, for the most part, been answered. Our faculty has been able to work closely with our students and with the faculties of the participating schools in providing assignments which are meaningful to the interns and relevant in the work they are "actually" doing with students. For once, the methods courses are providing information and insight that are immediately applicable. Our interns have been accepted as an integral part of the schools in which they are working and have earned and are accorded the title, duties, and responsibilities of "teachers". Our students participate fully in the in-service program of the local schools and the local teachers participate in programs provided by our faculty. There is a shared responsibility between the college and the school in the preparation of the interns.

As for the maturity and preparation of our interns, I have very few reservations. Even though the students were, as a group, average in their academic achievements at Mars Hill, they have performed at a level in the public schools which has far exceeded our expectations. Many of the interns have already assumed duties which we had projected for the latter part of the school year. In addition, the interns have become an integral and respected member of the community in which they work and live, participating fully in church, school, and community activities.

In summation then, the results which we have received thus far in the school year have far exceeded my expectations. I feel sure that several of the interns, as the principals of Glen Arden and Burton Grove schools indicate, are ready to become full-time teachers.

The full-year internship may not be the best way to prepare elementary education majors for the teaching profession, but it is certainly a step in the right direction.

Sincerely,

Vernon B. Chapman, Jr.

Vernon B. Chapman, Jr.
Head, Department of Education

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GENERAL BACKGROUND INFORMATION ON MARS HILL COLLEGE

The French Broad Baptist Institute (now Mars Hill College) was founded in 1856 in Madison County in Western North Carolina. A group of Baptists established the institution in an area where there were no public schools. The school was chartered as Mars Hill College by the North Carolina General Assembly on February 16, 1859. The charter gave the college the "power of conferring all such degrees and marks of literary distinction as are usually conferred in colleges and seminaries of learning."

In the early years the institution offered first an elementary and then a high school education. In 1922, Mars Hill became a junior college; and by 1926 the college was accredited as a two year college by the Southern Association of Colleges and Secondary Schools. The second big change came in the fall of 1962 when the college enrolled its first junior class in its effort to move toward senior college status. On November 29, 1967 Mars Hill College was accredited as a senior college by the Southern Association of Colleges and Schools. The full-time enrollment last year (1970-71) was 1369 with another 125 part-time students for a total of 1494. Two hundred and eighty-six students have graduated from Mars Hill College during 1971 with 142 of these having been officially enrolled in teacher education.

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IV. THE DEVELOPMENT OF THE EDUCATION INTERNSHIP PROGRAM

A. Introduction

The Education Department and the Teacher Education Committee have been concerned about more observation and participation since the inception of the program in 1962. The visit of the State Evaluation Committee in the spring of 1969 and their report confirmed this concern even though the Teacher Education Program was approved for five years by the State Board of Education. Mars Hill College is located in Mars Hill in Madison County, North Carolina in the heart of the Appalachian Mountain region. The college is twenty miles from Asheville which is the only urban area in Western North Carolina. Thus, it is not only difficult to place approximately 150 student teachers a year; but it is even more difficult to place the approximately 450 other prospective teachers for observation, participation, etc. Some observation and participation was done through the methods courses, but most of these experiences required travel which meant missing other classes. Thus, most experiences prior to student teaching before the 1968-69 academic year were those arranged by students during holidays and during the summer. In order to give a better picture of faculty and students at Mars Hill College from 1962 to present appendices A and B are attached.

B. Developments in 1968-69

Two things happened in 1968-69 school year which were destined to have a tremendous effect on the Teacher Education Program. First, John Hough, then Head of the Education Department, requested and received an Upward Bound grant to start a program in the summer of 1968. Second, Richard Hoffman, then teaching political science received a grant from the Z. Smith Reynolds Foundation to begin a community Development Institute. Upward Bound became a part of the Institute which provided "an umbrella" for all service-learning

and experiential programs. Upward Bound has been directed through the Education Department and has provided some excellent experiences for teacher education graduates. Dr. Hough directed the program while William J. Sears, Director of Student Teaching, was one of the Associate Directors. Through the grant from Z. Smith Reynolds Dr. Hoffman began two programs in the spring of 1969--the Off-Campus Tutoring Program and the Academic Internship Program. Teacher education graduates profited by both programs particularly in terms of experiences with low economic Appalachian families. The tutoring took place in schools, churches, homes, and community centers. The Internship Program provided one student who is now an elementary principal six weeks with an elementary school administrator during his senior year. All of these experiences were tied to an academic base with both classroom experience and academic credit attached to both programs.

C. Developments in 1969-70

1. Upward Bound was funded for the second straight year under the direction of Dr. Hough and Dr. Sears.
2. The college received its second grant from the Z. Smith Reynolds Foundation to expand the Community Development Institute with its related service-learning programs. The programs operating by the spring of 1970 were Upward Bound, Academic Internships, Off-Campus Tutoring, the Christian Ethics Institute, Education Internships, the New Careers Training Program, Learning Experiences Abroad, and the Headstart Aide Training Programs. The last program was begun in September, 1969 with the Child Development Training Center. This particular center trained headstart aides over a five state area through an intensive five week workshop. They requested that the Education Department give credit for the five weeks' work. After carefully examining the workshop, the department decided to give six semester hours credit. Part of the purpose for this was to encourage the aides to take other college work.

3. Richard Hoffman, first Director of the Community Development Institute, became Academic Dean and Vice-President for Academic Affairs. He immediately established an Ad Hoc Committee to study the curriculum which had been labeled in 1967 by a visiting committee from the Southern Association of Colleges and Schools as appropriate for 1928. John Hough and Vernon Chapman, Director of Student Teaching, were members of the original committee of eight.

4. The Education Department which had begun to consider the advantages of a larger student teaching experience requested that it be allowed to use the salary of a faculty member on leave to try an experiment. Thus, the department hired two public school teachers on a part-time basis to teach the elementary methods courses. Miss Lucy Meadows of Rankin School in Asheville City was employed to prepare K-3 teachers, and Mr. Dale Wright of the Candler School in Buncombe County taught the 4-9 methods courses. Each teacher was provided with a senior majoring in elementary education each semester of the school year. The semester interns were paid $300 per month. Each had finished all courses but student teaching, and they were selected on the basis of outstanding potential for teaching as measured by the Education Department.

5. The Off-Campus Tutoring Program grew and made adjustments thus giving more teacher education graduates experiences prior to student teaching.

6. John Hough participated in the writing of a Career Opportunities Proposal for teacher aides in Asheville City, Buncombe County, and Madison County. This program is administered by the Office of Education in the Department of Health, Education, and Welfare under the Education Professions Development Act.

D. Developments in 1970-71

1. June, 1970

a. The Asheville City School System was granted money to fund a COP Program. Sixty plus started their training at Mars Hill College under the direction of Worth Booth who was on leave from the Education Department.

b. Z. Smith Reynolds gave Mars Hill its third grant toward continued development of its service-learning programs. Environmental Education, COP (already mentioned), On-Campus Tutoring, and the Volunteer Corps gave the Community Development Institute twelve programs. The Environmental and the Appalachian Workshops which were offered during the summer were aimed at giving public school teachers a greater appreciation for this region.

c. The college received a third Upward Bound Program which was administered and directed by Dr. Chapman. The program included not only rural Appalachian whites and urban Appalachian blacks but also Cherokee Indians.

2. September, 1970

a. The Off-Campus Tutoring Program came under the direction of Dr. Hough.

b. COP began its academic year program with eighty plus students. Classes were offered on location for teacher aides across the two counties--Madison and Buncombe.

c. The experiment with the public school teachers and paid interns was continued for a second year. Mr. Wright continued with 4-9 methods courses, but Mrs. Louise Robinson replaced Lucy Meadows in the K-3 area.

d. The Mars Hill College faculty approved by a vote of 80-3 a rather drastic change in the curriculum for 1971-72. It included a 4-1-4-1-2

organizational plan along with several innovative courses in the core program as well as approximately one-third electives for each student in the requirement of 35 courses (This curriculum is attached as appendix c).

3. October, 1970

The acceptance of the COP program by the public school system, the success of the limited intern program, and the approval of the new curriculum with a great deal more flexibility caused Dr. Hough and Dr. Chapman to begin seriously thinking and preparing for a full year internship program.

4. January, 1971

a. COP had expanded to include ninety plus participants, and the continued success of the program encouraged those working on the full year internship idea.

b. The Education Department placed two student teachers in London and one in Paris in a cooperative overseas program with Moorhead University, Moorhead, Minnesota.

5. February 19, 1971

A letter was sent to 150 public school systems in North Carolina (The letter is attached as appendix d).

6. March, 1971

a. Ten school systems indicated their willingness to participate immediately while ten others stated they would be willing to participate if they received outside funds such as Title III ESEA. Several school systems included the proposal as in the February 19 letter in their Title III proposals. Others indicated an interest in the idea, but they lacked funds to support it.

b. The college administration decided that the only chance of receiving another Z. Smith Reynolds grant depended on an extremely innovative

project, and they decided that the four year experiential program for elementary education majors which included the Junior Year Internship had the best chance (The proposal is attached as appendix e).

c. Dr. Chapman and Dr. Hough alerted the rising juniors that they would be involved in an off-campus internship during 1971-72. The initial reaction was negative to their involvement even though they thought the idea was great. Future discussions became more positive, but it was clear one location would have to be near campus even without the school system paying the tuition. It became evident by the end of March that the school systems would probably be Eden City about 220 miles away from the campus and Buncombe County which was the adjoining county. Dr. Chapman and Dr. Hough took ten potential interns to Eden on March 26. Letters were sent to parents of the students to gain their approval and support.

7. April, 1971

Eden City School officials approved the internship idea and sent supporting letters to Z. Smith Reynolds Foundation. Dr. Jerome Melton, Associate Superintendent of Public Instruction in North Carolina, as well as several other state officials lent their support to the proposal.

8. May, 1971

a. Buncombe County School officials confirmed Glen Arden School, a new open classroom building about 30 miles from the campus, as the site for the internship. The students were to be assigned to teams, and the school agreed to pay their transportation to and from campus.

b. The Z. Smith Reynolds Foundation agreed to fund the proposal at the $65,000 level. No college or university had received four grants from the Foundation.

c. The college received its fourth Upward Bound Grant.

9. June, 1971

a. (1) Dr. Hough became Assistant Dean for Academic Affairs and assumed the coordination role for the twelve service-learning programs (development of programs is attached as appendix f).

(2) Dr. Chapman became Chairman of the Education Department.

(3) Dr. Sears returned to the department and assumed the role of Director of Student Teaching.

(4) Mrs. Lou Therrell returned from graduate study at the University of Georgia and was appointed Director of the Internship Program.

(5) Terry Metcalf was secured from graduate school at the University of Georgia to assume the role of Director of Off-Campus Tutoring.

b. A meeting was held on the Internship Program in Eden on June 11 (A summary of the meeting is attached as appendix g). Mr. Dale Wright and Mrs. Lou Therrell were designated to teach the courses at Glen Arden School in Buncombe County and Dr. Blanche Norman, Principal of Burton Grove School, was employed to teach the courses in the Burton Grove School. It was decided that all interns in Eden City would be in that school.

10. July, 1971

Twenty-two junior interns were chosen and assigned from a group of approximately 60. This included about forty sophomores at Mars Hill College and twenty transfer students. A transfer student was eligible if he came to summer school, and only one took this option. Some students eliminated themselves while others such as transfer students were encouraged to wait until their senior year (The list of twenty-two students is attached as appendix h). Dates for reporting to the schools as well as the dates for orientation program were sent to the students (The memorandum is attached as appendix i).

11. August, 1971

a. The orientation conference was held on August 12 and 13 (The program is attached as appendix j).

b. The students in Buncombe County reported on Monday, August 16, and the Eden interns reported on Monday, August 23 to begin their full year internship.

c. After several months of preparation, an agreement was reached with the Child Development Training Center in Asheville whereby the Headstart aides across Western North Carolina could pursue a Bachelor's Degree in Elementary Education. This was arranged in order to urge the aides to continue taking college courses after they completed the workshop for which Mars Hill College was giving credit (The program is attached as appendix k).

12. September, October, and November, 1971

The twenty-two interns are involved in the situation to which they are assigned with twelve in Eden and ten in Buncombe County. Dr. Norman is teaching and working with the twelve in Eden. She has already received some assistance from the campus from Mrs. Therrell, Miss Virginia Hart (physical education and health), Miss Metcalf, Dr. Chapman, Dr. Sears, and Dr. Hough. Teachers in the school seem to appreciate the program as evidenced by the letters. In Buncombe County, Mrs. Therrell and Mr. Wright are handling the teaching. The teachers at Glen Arden as well as the principal, Mr. Bill Williams, seem well satisfied with the program. Intern reaction ranges from outstanding to satisfactory in each location. All have been given the opportunity to return to campus for regular course work, and they have rejected this offer each time. The institution is moving to implement the internship for a second year with 60 to 70 interns. It appears this will require at least two additional locations.

V. RATIONALE FOR THE JUNIOR YEAR INTERNSHIP

A. Student teaching was too short (8-10 weeks) and did not cover the beginning or the end of the school year.

B. Methods courses were isolated from experience, and most of these were taught in the junior year.

C. Most of our elementary education graduates finish in December of their senior year thus preventing a full year internship in the senior year.

D. The junior year internship allows the student time to change to another major after a semester or even a full year.

E. Research has proved that the year before graduation is the time when students produce best--fifth, eleventh, and junior year in college.

F. It allows more involvement of the public school personnel in teacher education.

G. The COP concept of combining experience and theory had proved successful.

H. It will provide a more selective program for elementary education.

I. It may make college cheaper if tuition scholarships can continue to be provided.

J. It can provide inexpensive help for public schools desiring a time when teacher-pupil ratios are not likely to be reduced.

K. It forces students to mature faster.

L. It will force us to be better teachers when they return to campus in their senior year.

M. Mars Hill College like to experiment.

VI. DESCRIPTION OF THE PROGRAM

The program basically operates in two schools--the Burton Grove School in Eden City (220 miles from campus) and the Glen Arden School in Buncombe County (30 miles from the campus). There are twelve junior interns in Eden and ten in Buncombe County. All are classified as juniors majoring in elementary education. Most of the students have had no courses to prepare them for this experience except a tutorial experience, art methods, and children's literature. All other courses

which have been completed were regular core courses required by the college. Future interns will have completed a special three week January or June course designed as preparation for the internship. This group was involved in a two day orientation in August. In both school systems, the students reported the first day that teachers reported and will leave on the same day as regular teachers in the spring. They observe the same holidays except they are given one Friday off each month. This was to allow the Eden interns more involvement in campus activities.

The courses are taught by Dr. Blanche Norman in Eden and Mrs. Lou Therrell and Mr. Dale Wright in Buncombe County. Mrs. Therrell who is directing the project is a full-time faculty member at the college while Dr. Norman and Mr. Wright are part-time faculty who are involved in full-time public school positions. Dr. Norman is the principal of Burton Grove School, and she can request anyone from Mars Hill College to assist her in any academic area. Thus far, she has requested help in reading, health and physical education, and audio-visual materials. Each teacher from Mars Hill College who visits the system not only teaches the interns but offers an in-service education workshop for all teachers in the system who are interested. Mrs. Therrell, as Director of the Program, works with Dr. Norman on any problems. Dr. Vernon Chapman, Chairman of the Education Department; Dr. William Sears, Director of Student Teaching; and Dr. John Hough, Assistant Dean for Academic Affairs, assist wherever necessary. Other members of the Education Department such as Mr. David Walker, Director of Audio-Visual Education; Miss Terry Metcalf, Director of Off-Campus Tutoring; and Mrs. Mabel Moser, Director of the Curriculum Laboratory and Library Science, either have been or will be involved in teaching the courses as will members of other academic departments.

The interns in Eden are assigned to teachers of self-contained classrooms on a one teacher to one intern or one teacher to two interns basis. The interns visited each classroom before being assigned. Ten of the twelve interns were assigned to teachers whom they indicated was their first choice. Dr. Norman

teaches the classes one hour each day from one to two p.m.

Mr. Wright is a public school teacher at a school near Glen Arden. He has a junior intern assigned to him to give him time to work with the other interns. He has been involved with Mars Hill College for the past two years as a teacher of the 4-9 methods courses. He had four semester interns during that period of time. He and Mrs. Therrell are much more flexible in their approach to the classroom part of the internship. Mrs. Therrell is with the interns one day a week for approximately two hours, and Mr. Wright is with them for the same period of time. The classroom work is almost completely integrated with the experience whereas in Eden it may not necessarily be related. Mr. Wright and Mrs. Therrell may not meet classes during the same weeks, but they usually make independent assignments when this happens.

The interns at Glen Arden were assigned to teams from the first day they entered the school. They are integral parts of the team, and when one of the teachers is sick substitutes are not usually hired because the interns and the other teachers can absorb the load of the teacher who is absent. The teams are on levels, and the student was assigned on the level basis of interest. Team teaching and continuous progress of students are important parts of the program in this open classroom building.

One other difference in the two situations is the money the students receive. From the very beginning, it was assumed that the experience must not cost the students more than an ordinary year of college would cost if the parents or the students themselves were to favor the experience. Since room and board would cost more, the Education Department requested enough money from the school systems to cover tuition scholarships for each intern. As previously stated, a number of school systems were willing to do this; but they were not school systems in Western North Carolina. After some students insisted in staying on campus, it was necessary to go to a school system that could not afford the money for the tuition scholarships. Students at Glen Arden have their travel to and from the school paid

by Buncombe County Schools and they will receive some reduction in tuition second semester. However, they do not receive the full tuition scholarships as do students in the Eden System. The scholarship is worth approximately $1225 and should allow these students to come out ahead if they do not splurge on room and board. Incidentally, the twelve interns live in three furnished apartments in a high middle class neighborhood in Eden.

Finally, all twenty-two interns will receive credit for twenty-eight semester hours. In two cases, the credit will be greater. All are registered for three courses during the fall semester--Education 301 (Language Arts in the Elementary School), Education 302 (Social Studies in the Elementary School), and Education 303 (Science and Math in the Elementary School) for a total of twelve hours credit since each course is a four hour course. In the mini-mester, they will take another four hour course called Child Growth and Development. In the spring semester, they will take twelve more hours with four in Educational Psychology (Education 401) and eight in Student Teaching (Education 406). This amounts to seven courses or the twenty-eight semester hours. This means that unless the student has academic problems he can graduate in the four academic years without a summer or any extra work. In fact, many of the group will graduate in December of 1972 which is a semester early for them. All courses taken in the first semester will carry grades of "I" (Incomplete) in order not to restrict the teachers to any particular course content at any one time. Therefore, language arts may be taught as it is needed from August until June without being restricted to the first semester. (Description of the courses is attached as appendix 1).

Some mention has been made of the four year sequential program for elementary education majors. The junior year internship is obviously the third year experience. The freshmen experience is becoming involved in the Off-Campus Tutoring Program where the student is assigned to tutor an elementary child on a one-to-one basis in a school situation with at least one visit to the child's home. A seminar is

attached to this experience. It is led by Miss Terry Metcalf, already mentioned as Director of this program. Hopefully, the student will continue tutoring in the second year, but there is a specific mini-term course to help prepare the student specifically for the internship. It will involve experiences on campus and in the public schools in order to integrate theory and practice. The senior year will follow the internship. Two courses will attempt to build on the experiences. Education 402 will be a seminar to help strengthen their weak areas, while Education 404 will attempt to give them actual experience in helping a person solve a reading problem.

VII. PERSONNEL INVOLVED IN THE PROGRAM

The three main persons are Dr. Blanche Norman, Principal of Burton Grove School; Mr. Dale Wright, a public school teacher; and Mrs. Lou Therrell, the Director of the Program (Qualifications of the faculty are attached as appendix m). All three are teaching in the program. Mrs. Lou Therrell is a full-time faculty member at Mars Hill College while the other two are part-time. The number of other people who will be involved is almost endless. A budget is provided to use other public school personnel from colleges other than Mars Hill. As already stated, all members of the Education Department are expected to be involved. A special travel budget under the Z. Smith Reynolds Grant is provided to encourage their involvement. About twenty other faculty members will probably be involved in Eden since one of the agreements was that we would provide them with constant in-service help. Incidentally, it is already evident that a full-time person in Eden would be a distinct advantage. The students there need not only to be taught but they need a tremendous amount of counseling as they make the adjustment from college life to the community.

VIII. OBJECTIVES

A. To give student a full year of exposure to teaching in order that they might better judge whether they are suited for the profession

B. To make methods courses more meaningful through an integration of theory and practice

C. To make the Elementary Education Program more selective

D. To allow public school personnel more involvement in teacher education

E. To provide public school teachers inexpensive help in the classroom

IX. BUDGET

It is difficult to determine exactly what this program costs since so many people are involved at least on a partial basis. It is evident that this program will take more time and effort from Mars Hill College personnel than has been the case in other programs. The following is an attempt to isolate just the costs of the Junior Year Internship Program. (The Z. Smith Reynolds money supports this program plus all other service-learning programs including Off-Campus Tutoring):

A. Salaries	$15,720
B. One Half-time Secretary	2,100
C. Office Supplies	1,000
D. Travel for Faculty	3,000
E. Scholarships for Eden Interns (Contributed by Eden)	14,520
F. Travel by Buncombe County Interns	3,150
G. Evaluation	1,000
Total	$40,490

X. EVALUATION PROCEDURES

An attempt will be made to evaluate the individual progress of the interns through the use of the Student Teacher Evaluation Form. The Student Teacher Evaluation Form which is filled out monthly on each intern by the supervising

teacher and by the college supervisor. In addition, two forms prepared by the North Carolina State Department of Public Instruction, the Teacher Attitude Survey and the Goals for Teacher Training Program were administered at the beginning of the program and will be administered again at the end. Scores on these forms will be compared with those of elementary education majors in our regular Block Student Teaching Program, who were also tested on a pre-post basis. Furthermore, the program will be analyzed and evaluated on the basis of whether program goals determined at the beginning of the internship by the college were met. This determination will be made primarily, through the use of logs, interviews, opinionnaires, and critiques with the participants-students, teachers, principals, and college faculty.

Also the Junior Interns will be administered the National Teachers Exam in April of the internship year. A comparison will be made between the scores of the interns and our regular student teachers in terms of possible significant differences found in the scores.

XI. HOW THIS PROGRAM CONTRIBUTES TO THE IMPROVEMENT OF TEACHER EDUCATION

It is farily common for a superintendent to say to a prospective teacher, "You realize you do not know anything about teaching." This has been true even in the Mars Hill College program which has been well accepted across North Carolina. Evidence of this acceptance is the fact that our graduates have had no problems in securing positions when there is evidently a crowded market. Our graduates have said student teaching is not long enough, and methods courses were not meaningful. Public school teachers have stated the prospective teachers do not see the important times--the beginning and the end of the school year. Further, they want a greater role in teacher education and are evidently going to have it whether colleges or universities grant it or not. Therefore, it is important that colleges experiment with programs that give them a greater role. Whereas student teachers have in many cases been considered a burden by teachers,

it is evident interns who can stay the entire year are deemed an asset.

The Education Department and Mars Hill College feel this is the way teacher education is going. One state official has said this is the greatest breakthrough in teacher education since student teaching moved from the campus to the public schools. The program is not perfect, but it is already in its early stages far superior to regular student teaching. It is already "weeding out" those who are not really interested in children or in teaching. Teacher education on many campuses has been constantly behind changes that have taken place. At Mars Hill College, it has been the leader in experimentation. The Junior Year Internship is an example of this. However, it is extremely commendable that the faculty and administration of the college are willing to allow the Education Department to try a program as innovative and flexible as the Junior Year Internship.